

Barbies Playschool & Selwyn House Nursery

Inspection report for early years provision

Unique Reference Number	127000
Inspection date	07 November 2007
Inspector	Cilla Rachel Mullane
Setting Address	64 St. Peters Road, Broadstairs, Kent, CT10 2ST
Telephone number	01843 862120
E-mail	
Registered person	Barbara Pilcher
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Barbie's Pre-school and Selwyn House Nursery opened in 1985.

It operates from four playrooms, an office/reception area and outdoor play area of a converted public school annex. The nursery serves the local area and surrounding towns.

There are currently 85 children from two years to eight years on roll. This includes 53 funded three and four year olds. Children attend for a variety of sessions. The group supports a number of children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery opens five days a week all year round, and the pre-school opens five days a week term time only. Sessions are from 09:00 to 15:00. The Holiday club operates for the Easter holidays, four weeks of the summer holidays and during all half term holidays excluding bank holidays. The sessions are from 09:00 to 16:00.

There are 15 staff, including the manager/owner, an administrator, and a volunteer domestic assistant. Of these, nine have early years qualifications, one is currently undertaking a

qualification, and all attend short courses. The nursery receives support from an early years advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in hygienic premises, as a volunteer holds responsibility for checking the toilets regularly, and keeping the kitchen clean. Good procedures are in place and adhered to consistently. For example, staff protect children from the spread of infection by using disposable gloves and aprons for nappy changing. Children are learning about personal hygiene, they are encouraged to wipe their own faces after eating, and look in the mirror to see if they are clean. They take themselves independently to the toilet, and a pictorial display reminds them of personal hygiene routines, such as hand-washing. A designated member of staff is responsible for the upkeep of the first aid cupboard, and sufficient staff keep first aid qualifications up to date, so children would be well cared for in an emergency. If children need special medical care, staff are trained by a medical professional. Accident and medication records are generally well-maintained, protecting children.

Children are learning about healthy eating because staff make the most of every opportunity to discuss healthy choices with them. Children make the 'thumbs up' sign to indicate that apples are good for them, and talk about where they grow. Also, children are thinking about the importance of a healthy lifestyle and exercise, as staff often talk about how their bodies feel. After a music and movement activity pretending to be fireworks and waving 'firework wands', they felt their hearts beating, and were reminded to have a drink. Children who have food allergies or special diets are well cared for as staff have a good awareness of any special dietary needs, and children have place mats with allergies recorded. Children are not given plates for their snacks, but eat from carefully cleaned tables.

Children play outside daily, and are therefore benefiting from getting lots of fresh air. In the large garden they practise balance and coordination when riding on scooters and trikes, and are challenged by the large climbing frame. Small movements are promoted during activities, such as painting with spaghetti, when they carefully pick up spaghetti to drag in paint and make pictures, and when they adeptly cut with scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment is really welcoming, parents and children are greeted warmly, and there are colourful and well-presented displays of children's work. Lots of thought has been given to the layout of the rooms, so children can self select and gain access to a good variety of toys and equipment. Resources are well organised and in good condition. Books are always available to the children, and there are set times during the day to look at books, but children's enjoyment of the written word is limited because not all the rooms have a comfortable seating area where children can relax and read alone, or with the support of a member of staff.

Children are generally safe within the nursery. There is a designated member of staff with responsibility for health and safety, and she has secure procedures in place to keep children safe. For example, there is a daily classroom checklist, so potential hazards, such as blocked fire exits and uncovered electric sockets are effectively eliminated. When children play outside,

an adult risk assesses the garden. She takes a child with her, so children are able to identify potential hazards, for example, when they check that the gate is closed. Staff make the most of opportunities to discuss safety with the children. For example, during a discussion children showed that they knew that fireworks are hot and should not be touched. The premises are secure, visitors are recorded, and let in via a remotely controlled gate. However, the sound on the gate is not working, which has the potential to compromise children's safety, as unknown visitors do not announce themselves before being let in to the garden. Fire drills are practised regularly, but there is no check to ensure all children with part-time attendance are included, which has the potential to compromise their safety.

A thorough safeguarding children policy helps to guide staff if they have concerns about children's wellbeing. Staff display an adequate knowledge and understanding of issues and procedures, and are clear that the welfare of the child must come first. Training to update staff's knowledge is planned, which will further safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and happy within the nursery. Staff help them to feel emotionally secure, for example, recognizing and responding quickly if a child wants a cuddle. Staff working with the under three year olds make good use of the Birth to three matters framework, and provide a wide variety of play experiences including activities which help them to use all their senses, such as feeling the texture of cornflour. Activities for the smaller children are often led by children's interests. For example, a game of hide and seek developed from a child's interest in a telescope, and the children spent a long time watching two squirrels outside, and chatting about their antics. A display in the entrance hall entitled 'why do you like it here?' shows that children enjoy activities such as 'drawing' and 'playing babies'.

Nursery education.

The quality of teaching and learning is good.

Staff have a good knowledge and understanding of the curriculum for the Foundation Stage, and are becoming familiar with the new Early Years Foundation Stage (EYFS), therefore children benefit from well-planned activities and routines. The environment is thoughtfully set out so that children can choose from a good variety of play experiences. The environment is print-rich, so children are learning that the written word conveys meaning. Staff are skilled at talking to children, asking questions which make them think, for example, discussing why we look at fireworks in the dark, and why milk overflows from a cup. Staff effectively and frequently draw children's attention to the sounds of words, for example, finding other words which start with the same letter as their names, so children are introduced to phonics. Children's vocabulary is increasing, for example, during a discussion about fireworks staff introduced new words, such as 'zoom' and 'bang'. Children's individual needs are met because there is an effective system in place using observations to plan children's next steps, and then incorporate the intended next steps into the planning. Children's folders are in place, and staff are beginning to use these successfully to demonstrate progress towards the early learning goals.

Children are making good progress towards the early learning goals.

Children's personal, social and emotional development is well promoted. Children are enthusiastic and interested, and motivated to learn. For example, a member of staff told children they were

going to do music and movement with the firework wands they had made, and the children were very keen to take part. They concentrate and persevere well, such as when using scissors to cut small pieces of paper. Children are acting independently, for example, they attempt to put on their own coats, pour their own drinks, and go to the toilet without help. Staff are very good at including numbers and mathematical language into the conversation, for example, staff drew children's attention to the time at 'tidy up time', and talked about the numbers on the clock, and they referred to the number line during a posting activity. As a result, children are counting well on their own. For example, a child cutting a fringe on a piece of paper said it was a jellyfish and counted 16 legs.

Children's communication, language and literacy skills are developing well. They independently write or represent their names on their work, and recognize their names on their trays. They write on parcels in the role play post office. Children really enjoy story time, joining in their favourite stories. However, although books are available, children are not making the best use of them, as there is nowhere comfortable to sit and read.

Good role play opportunities, for example, the post office, provide good opportunities to act out real life situations.

Children's knowledge and understanding of the world is increasing. They are developing an understanding of other ways of life through, for example, activities focussing on Divali. They are becoming adept at computer skills. Creativity is encouraged. They pretend to be fireworks when moving to classical music, and act out real life scenarios, such as when playing in the post office.

Helping children make a positive contribution

The provision is good.

Staff know the children well, observe their interests, and are therefore able to plan for individual children. Children who speak English as an additional language are well-supported, and parents are helped to support their learning at home. There is a designated member of staff who works with children who have learning difficulties and/or disabilities. These children benefit from her wide experience and variety of training courses attended. They make good progress because she has good links with other professionals, such as speech and language therapists.

Children throughout the nursery are well behaved, and are independent and well-motivated. The system of rewarding children with stickers works well; children are able to explain why they have been given stickers, and are obviously very proud of themselves. Staff continually praise the children, making them feel valued. Children are encouraged to try to do things for themselves, such as putting their coats on, and are praised when they succeed, which raises their self esteem. Staff are good role models, and help children to act respectfully towards one another, for example, thanking the 'snack monitor' for their food.

Partnership with parents is satisfactory.

Parents very happy with the care provided for their children by the nursery. They appreciate the loving and secure environment, the support, approachability and warmth of the staff, the friendly atmosphere and the fact that their children are happy and settled. They enter the nursery confidently, and chat to staff, and are able to stay to settle their children. Displays offer information about the staff and their qualifications, and the setting's policies and procedures are available on the wall. A prospectus provides a good summary of aims of the

nursery. Contact books are kept for each child, summarizing their weekly activities for parents. Parents are invited to bring in relevant items, for example, candles for Divali.

A poster detailing the main points of the Early Years Foundation Stage is displayed, and parents are invited in the prospectus to ask about their children's curriculum. However, they do not receive any detailed information, for example, about the six areas of learning. Activity plans are displayed. They are aware that their children are assessed and a record kept, they feel welcome to chat with staff, and know that they can ask to see their folders, but there are no designated times such as parents' evenings for in-depth progress reports.

Parents feel they can see their children's folders.

Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

The nursery meets the needs of the range of children for whom care and education are provided.

The staff group is well-qualified, so children are cared for by knowledgeable practitioners. Records are kept of staff's professional development, so appropriate training is sought and offered. They attend short training courses to keep knowledge up to date, for example, workshops attended include behaviour management, child protection and curriculum planning. Teamwork is good: for example, room leaders meet together regularly. Staff ratios are high, so children receive a good amount of adult attention.

The majority of the documentation required by the National Standards for the smooth running of the provision is well-maintained. The record of attendance is generally well-maintained, showing who is on the premises at any one time, so children would be protected in case of an evacuation. However, exact times of arrivals and departures are not always entered.

Leadership and management is good.

The owner/manager and her two deputies have a clear and realistic view of the strengths and weaknesses of the nursery, and are fully aware of what is happening throughout the provision. They ensure that staff have the tools and information to work effectively, for example, accessing training for them, and circulating relevant reading material, for example, information about child protection. They have just started to use self evaluation forms to enable staff to monitor, evaluate and review the provision, and intend to develop this. The supervisors of the three rooms where nursery education is provided work together effectively in the planning of the curriculum for the Foundation Stage, sharing ideas and helping to ensure consistency.

Improvements since the last inspection

At the last inspection of care it was agreed that children's safety be improved by developing a lost child policy and providing individual accident and incident records. Children are now protected in these respects. Also, children are now afforded privacy and dignity when using the toilets, as the cubicles now have doors.

At the last inspection of nursery education it was recommended that the setting continue to develop the use of observations to inform the planning; staff regularly observe children and use these observations when planning activities. It was recommended that parents should

receive information about their children's progress within the six areas of learning, and they are now aware that they can see children's records. Furthermore, children are now sufficiently challenged by physical activities. Finally, systems to review, monitor and evaluate the provision are being developed.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the identity of visitors is ascertained before allowing them onto the premises
- Provide children with a comfortable areas where they can relax and enjoy books, and listen to group stories
- ensure that the exact times of children's arrivals and departures are entered in the record of attendance.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- Continue to develop children's folders to clearly demonstrate their progress towards the early learning goals
- provide parents with more information about the curriculum for the Foundation Stage and the six areas of learning, and their children's progress towards the early learning goals
- continue to develop the use of self evaluation forms and reflective practice to monitor, evaluate and review the provision.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk